**Comprehensive Planning**

**School Level Plan**

**(Needing Improvement)**

****

**Profile**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| School Name: | | **Hypothetical Middle School** | | | | |
| Street Address: | | **100 Hypothetical Drive** | | | | |
| Post Office (City/Town): | | | **Hypothetical, PA** | | | |
| Zip Code: | **99999** | | | Phone Number: | **999-999-9999** |

**AYP Status :** Corrective Action I

**Title I Status**

Indicate if this is a Title I School

|  |  |
| --- | --- |
| **X** | Yes |
|  | No |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Principal: | **Iben Workinhard** | | | | |
| Principal’s Email Address: | | | [workinghardi@hsd.k12.pa.us](mailto:workinghardi@hsd.k12.pa.us) | |
| Superintendent: | | **Ima Leader** | | | |
| Superintendent’s Email Address: | | | | [leader@hsd.k12.pa.us](mailto:leader@hsd.k12.pa.us) | |

**School Level Planning Team**

|  |  |
| --- | --- |
| Name of Team Member | Team Member’s Role |
| Winston Marsalis | Administrator |
| James Page | Administrator |
| Juice Newton | Administrator |
| Dolores Parton | Community Representative |
| Deborah Harry | Ed Specialist-School Counselor |
| Curtis Mayfield | IU Staff Member |
| Allison Krause | Middle School Teacher-Regular Education |
| Gladys Knight | Middle School Teacher-Regular Education |
| Trisha Yearwood | Middle School Teacher-Regular Education |
| Dewey Bunnell | Middle School Teacher-Regular Education |
| Martin Stuart | Middle School Teacher-Special Education |
| Bonnie Lynn Raitt | Parent |

**Assurances**

The school has verified the following Assurances:

Assurance 4: If in Corrective Action I or II, the District has determined which of the six corrective actions specified by regulations (see page 11) will be implemented by the district and has communicated the corrective actions to the school improvement planning team concurrent with the beginning of the school improvement planning process.

Assurance 5: The school improvement plan covers a two-year period.

Assurance 6: The school has adopted and/or continued policies and practices concerning the school’s core academic subjects that have the greatest likelihood of ensuring that all relevant groups of students will meet the state’s proficiency level of achievement.

Assurance 7: At least one action plan addresses the strengthening of the school’s core academic subjects by addressing with research-based strategies the specific academic issues that caused the school to be identified for school improvement.

Assurance 8: At least one action plan incorporates, as appropriate, activities that extend instructional time before school, after school, during the summer, and/or as an extension of the school year.

Assurance 9: The school improvement plan delineates responsibilities fulfilled by the school, the LEA and the SEA serving the school under the plan.

Assurance 10: Not less than 10% of the Title 1 funds made available to the school have been allocated to implement the professional development activities and initiatives specified in the Action Plans herein.

Assurance 11: Establish specific annual, measurable targets for continuous and substantial progress by each relevant subgroup, which will ensure all such groups of students, will meet the Pennsylvania’s proficient level of achievement on the PSSA Reading and Math assessments on or before the Spring 2014 PSSA testing.

Assurance 12: Title 1 funds have been allocated to professional development that directly addresses the academic achievement problem that caused the school to be identified for school improvement.

Assurance 13: A mentoring/induction program used with teachers new to the school exists; the essential elements of the mentoring/induction program are documented and the documentation is available for review upon request by LEA or SEA authorities.

Assurance 14: Shortly after the school’s AYP Status is released, each parent will be notified of the AYP status by letter.

Assurance 15: The AYP Status notification letter will include an explanation of what the status means, as well as how the AYP Status was determined.

Assurance 16: The AYP Status notification letter will compare the school to other schools in the district and state.

Assurance 17: The AYP Status notification letter will include a concise description of what the school is doing to address the AYP Status.

Assurance 18: The AYP Status notification letter will explain how parents may become involved in addressing the academic issues that caused the school to be identified for improvement.

Assurance 19: The AYP Status notification letter will explain parents’ option to transfer their child to another public school and obtain supplemental educational services.

Assurance 20: Rigorous and attainable goals have been set in Reading and Math for each grade level and all relevant subgroups for the 2012-2013 school year.

|  |  |
| --- | --- |
| Assurance 21: The school is communicating with parents regarding school improvement efforts via the following strategies: | |
| **X** | School web site |
|  | School Newsletter |
| **X** | PTA website |
|  | District web page |
|  | WikiSpaces, Yahoo, Facebook, etc. |
| **X** | Board meeting presentations |
|  | Town hall meetings |
|  | District’s annual report |
|  | District report card |
|  | Press releases to local media |
| **X** | AYP status notification letter as per NCLB regulations |
|  | Yearly letter to parents |
| **X** | Periodic mailings/letters, postcards, etc. |
|  | Short Message Systems (phone blasts) |
|  | Short Message Systems (email blasts) |
| **X** | Invitations to planning (etc.) meetings |
| **X** | Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc. |
| **X** | Special all-school evening event to present improvement plan |
| **X** | Monthly PTO meetings |
| **X** | Regular Title 1 meetings |
| **X** | Parent advisory committee meetings |
|  | Parent-Teacher Conferences |
|  | Home-school visits |
|  | School Improvement Brochure |
|  | Student Handbook |

**Title I Schools in Corrective Action Only**

The following corrective actions will be implemented by the LEA for the school:

|  |  |
| --- | --- |
| Option 2 | Institute and fully implement a new curriculum, including providing appropriate professional development for relevant staff that is based on scientifically-based research and offers substantial promise for improving educational achievement for low-achieving students and enabling the school to make Adequate Yearly Progress. |
| Option 5 | Extend the school year or school day. |

**Needs Assessment**

**Analyze Data**

**School Data**

**2011-12 Reading**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Did Not Make AYP** | | **Made AYP By Special Provision** | | **Made AYP** |
| Students Overall: | 66% | White non-Hispanic | 76% (SHC) |  |
| Economically Disadvantaged | 48% | Hispanic | 47% (SH) |  |
| IEP | 43% |  | |  |

**2011-12 Math**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Did Not Make AYP** | | **Made AYP By Special Provision** | | **Made AYP** |
| Economically Disadvantaged | 51% | Students Overall: | 68% (SHC) |  |
| IEP | 44% | White-non-Hispanic | 75% (SH) |  |
|  | | Hispanic | 53% (SH) |  |

|  |
| --- |
| 2010-11 Test Participation for PSSA Reading and Math |
| All participation targets met for 2010-11. |
| 2010-11 Attendance (K-8 Only), Graduation (High Schools Only) |
| Attendance target met for 2010-11. |

**School Accomplishments**

* Students overall made AYP in Math.
* The White non-Hispanic and Hispanic subgroups made AYP in Math and Reading.
* We not only met our attendance target; we exceeded the target by 11 percentage points.
* The number of behavior referrals was 22% less than the previous year.
* We met our test participation targets.

**School Concerns**

* No subgroup or students overall made AYP outright in Reading or Math.
* Students Overall did not make AYP in Reading.
* Our economically disadvantaged and IEP student subgroups did not make AYP in Reading or Math.
* We did not meet our goal of reducing behavioral referrals 50% from the number in the previous year.
* Only 57% of our students and only 62% of our parents would recommend HMS to a friend.

**Systems Analysis—Guiding Questions**

**1 Is there a system within the school that fully ensures consistent implementation of standards-aligned curricula across all classrooms for all students?**

Such a system, if fully implemented, would have the following characteristics:

*Check all true statements*

1.1 ( ✓ ) The curricula for all courses and content areas clearly delineate what students are supposed to know and be able to do, i.e. there are written competencies for all courses.

1.2 ( ✓ ) The curricula for all courses and content areas for which related State Standards have been established are aligned with those State Standards.

1.3 ( ) Teachers across all classrooms consistently base lesson design on the competencies included in the established curricula.

1.4 ( ) All students have the opportunity to demonstrate proficiency in a grade-level core curriculum, supported with interventions as needed.

1.5 ( ✓ ) The administrative team has a working knowledge of standards-aligned curricula for all grades within the school.

1.6 ( ) The administrative team holds all staff members accountable for consistent implementation of the standards-aligned curriculum.

**2 Is there a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms?**

Such a system, if fully implemented, would have the following characteristics:

*Check all true statements*

2.1 ( ) Research-based instructional practices are implemented across all classrooms and comprise the majority of observed practices in each classroom.

2.2 ( ) All classroom teachers design standards-aligned, differentiated instruction that reflects challenging learning expectations for all students.

2.3 ( ✓ ) The administrative team has a working knowledge of effective instructional practices appropriate for all grade levels within the school.

2.4 ( ) The administrative team holds all staff members accountable for consistent implementation of effective instructional practices.

**3 Is there a system within the school that fully ensures school staff members use standards-aligned assessments to monitor student achievement and adjust instructional practices?**

Such a system, if fully implemented, would have the following characteristics:

*Check all true statements*

3.1 ( ✓ ) Standards-aligned benchmark assessments are used to monitor the progress of student achievement.

3.2 ( ) Standards-aligned benchmark assessment results are used to adjust instruction for students whose achievement progress does not meet expectations.

3.3 ( ) Standards-aligned assessments are used formatively by teachers and students at the classroom level to provide feedback that is used to adjust ongoing teaching and learning.

3.4 ( ✓ ) Standards-aligned summative assessment results are used to make program decisions.

3.5 ( ) Standards-aligned assessment results disaggregated by learning targets are used to make decisions related to curricular content and instructional practices.

3.6 ( ✓ ) Diagnostic assessments are used as needed to ascertain students’ strengths, weaknesses, knowledge and skills.

3.7 ( ) The school has scheduled time for school staff to analyze assessment data as it relates to the effectiveness of instructional practices in a timely manner.

3.8 ( ✓ ) The administrative team is actively involved in the analysis of student assessment data at the building level.

**4 Is there a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness?**

Such a system, if fully implemented, would have the following characteristics:

*Check all true statements*

4.1 ( ✓ ) A universal screening process is in place to proactively identify students academically at risk.

4.2 ( ✓ ) Diagnostic assessments are used to target appropriate interventions for students academically at risk.

4.3 ( ) An intervention infrastructure exists in the school, which identifies appropriate materials and resources that are linked to student needs at all three RTII tiers.

4.4 ( ✓ ) The school staff conducts ongoing monitoring of student progress based on appropriate data to determine the effectiveness of interventions.

4.5 ( ✓ ) School staff members adjust interventions when a student’s assessment results or other measures of performance indicate prescribed interventions have not been effective.

**5 Is there a system within the school that fully ensures school staff members monitor attendance and student participation in the learning process and respond with classroom and school-wide interventions when students are chronically absent or disengaged?**

Such a system, if fully implemented, would have the following characteristics:

*Check all true statements*

5.1 ( ) Teachers and school administrators implement specific classroom and school-wide practices to reengage students who are not actively participating in the learning process.

5.2 ( ✓ ) School policies promote frequent monitoring of student attendance data.

5.3 ( ✓ ) Student attendance data is used to identify students that are chronically absent or late.

5.4 ( ✓ ) Interventions are provided for students who are chronically absent or late.

5.5 ( ✓ ) School staff members adjust attendance interventions when a student’s attendance records indicate prescribed interventions have not been effective.

**6 Is there a system within the school that fully ensures at least 95% of the students who are required to participate in PSSA testing do so for both Math and Reading?**

Such a system, if fully implemented, would have the following characteristics:

*Check all true statements*

6.1 ( ✓ ) A staff member or team of staff members review and verify, within the time parameters established by the Pennsylvania Department of Education, that all pertinent student information in PIMS is accurate for every student.

6.2 ( ✓ ) A staff member or team of staff members monitor attendance for each PSSA testing period, tracks those students who are absent, and follows up with those students to ensure they complete all missed PSSA tests during the make-up sessions.

6.3 ( ✓ ) The leadership team of the school communicates testing dates with students and parents via multiple methods accompanied by messages that indicate the importance of each student’s participation in the PSSA process.

**7 (High Schools Only—Graduation Rate) Is there a system within the school that fully ensures students who enter the school as 9th graders will complete the academic program and graduate in four years?**

Such a system, if fully implemented, would have the following characteristics:

*Check all true statements*

7.1 ( ) There is a system within the school that fully ensures students who enter the school as 9th graders will complete the academic program and graduate in four years.

**8 Is there a system within the school that fully ensures professional development is focused, strategic and implemented with fidelity?**

Such a system, if fully implemented, would have the following characteristics:

*Check all true statements*

8.1 ( ✓ ) Professional development is based upon the needs assessments that are aligned with the school’s instructional priorities.

8.2 ( ) Professional development is planned across a 3- to 5-year span.

8.3 ( ✓ ) Professional development is limited to no more than six priorities.

8.4 ( ✓ ) Building administrators actively participate in professional development activities with their staff and can articulate key features of the initiative, including what it looks like in the classroom.

8.5 ( ) Classroom practices are monitored to assure fidelity of implementation of professional development initiatives.

8.6 ( ) The majority of professional development resources (time, money and people) are used to support ongoing implementation.

**9 Is there a system within the school that fully ensures teachers and administrators meet on a regular basis to use multiple data sources to reflect on the progress of student learning as it relates to the effectiveness of professional practice?**

Such a system, if fully implemented, would have the following characteristics:

*Check all true statements*

9.1 ( ✓ ) The school has scheduled time periods for teachers and administrators to reflect on professional practice as it relates to the progress of student learning.

9.2 ( ✓ ) School staff uses data meeting protocols to guide the presentation and analysis of data and the documentation and reporting of findings.

9.3 ( ) School staff members collaboratively review multiple data sources, including student work, to collaboratively identify instructional practices that are associated with improved student performance.

9.4 ( ) Technology is regularly used to access and analyze information used to inform teaching practice.

**10 Is there a system within the school that fully ensures teachers and administrators receive timely, effective support and intervention as needed?**

Such a system, if fully implemented, would have the following characteristics:

*Check all true statements*

10.1 ( ✓ ) All new teachers and administrators complete a required induction and mentoring program.

10.2 ( ✓ ) There is a system in place that provides support and intervention for professional employees whose practice has been formally identified as being in need of improvement.

**11 Is there a system within the school that fully ensures classrooms are staffed with highly qualified teachers and that student needs drive decisions about teacher placement?**

Such a system, if fully implemented, would have the following characteristics:

*Check all true statements*

11.1 ( ✓ ) All teachers are highly qualified in their content areas.

11.2 ( ✓ ) Highly qualified and culturally proficient[[1]](#footnote-1) staff are attracted to the school, hired in a timely fashion and retained.

11.3 ( ✓ ) Expert teachers and specialists are matched with the students most in need.

**12 Is there a system within the school that fully ensures the school’s resources effectively address instructional priorities that are aligned with the school’s vision and mission?**

Such a system, if fully implemented, would have the following characteristics:

*Check all true statements*

12.1 ( ✓ ) Essential and accurate student, personnel, programmatic and operational data is obtained and reported out to appropriate staff members in a timely manner.

12.2 ( ✓ ) Technology is used to access and analyze information that informs decision making regarding the allocation of resources.

12.3 ( ✓ ) Data is used to guide and justify the allocation and alignment of resources (infrastructure: facilities, technology, human resources, scheduling, etc.).

12.4 ( ✓ ) Funding sources support the integration of resources to address instructional priorities that are aligned with the school’s vision and mission.

12.5 ( ✓ ) Teachers have the resources they need to implement standards-aligned instructional practices.

**13 Is there a system within the school that fully ensures that each member of the school community promotes, enhances and sustains a shared vision of positive school climate?**

Such a system, if fully implemented, would have the following characteristics:

*Check all true statements*

13.1 ( ✓ ) School rules, policies and procedures are sufficient to establish clear and consistent boundaries that support a positive school climate.

13.2 ( ) School rules, policies and procedures are consistently enforced by all teachers, specialists, paraprofessionals and administrators.

13.3 ( ✓ ) The school leadership team gathers and shares accurate and reliable perceptual data about school climate from students, staff and parents as part of a continuous improvement process.

13.4 ( ) A behavior support team exists and responds promptly and proactively to students with chronic problem behaviors.

13.5 ( ✔ ) The school environment is clean and well maintained.

13.6 ( ✓ ) As a regular practice teachers and students are recognized for accomplishments in personal achievement, service and/or leadership.

**14 Is there a system within the school that fully ensures the school has partnered with families and the community to support student participation in the learning process?**

Such a system, if fully implemented, would have the following characteristics:

*Check all true statements*

14.1 ( ✓ ) School staff members display through words and actions that they value all children and welcome family and community members as partners and contributors to the teaching/learning process.

14.2 ( ) It is not uncommon for teachers and administrators to take part in student participation opportunities outside of the school day that support students’ academic and/or social needs.

14.3 ( ✓ ) There is a school plan being implemented that engages families in their children’s school life in a manner appropriate to the characteristics of the families served.

14.4 ( ✓ ) All teachers communicate on a regular basis with families about their children’s progress.

**Prioritize Systemic Challenges**

**Show all aligned Concerns**

**1** Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. (4)

**2** Establish a system within the school that fully ensures school staff members use standards-aligned assessments to monitor student achievement and adjust instructional practices. (3)

**3** Establish a system within the school that fully ensures each member of the school community promotes, enhances and sustains a shared vision of positive school climate. (13)

**4** Establish a system within the school that fully ensures teachers and administrators meet on a regular basis to use multiple data sources to reflect on the progress of student learning as it relates to the effectiveness of professional practice. (9)

**5** Establish a system within the school that fully ensures the school has partnered with families and the community to support student participation in the learning process. (14)

**6** Establish a system within the school that fully ensures consistent implementation of standards-aligned curricula across all classrooms for all students. (1)

**7** Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms. (2)

**8** Establish a system within the school that fully ensures school staff members monitor attendance and student participation in the learning process and respond with classroom and school-wide interventions when students are chronically absent or disengaged. (5)

**9** Establish a system within the school that fully ensures professional development is focused, strategic and implemented with fidelity. (8)

**Action Plan (1)**

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| --- | --- | --- | --- |
| **Goal** | | | |
| Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. (4) | | | |
| **Indicators of Effectiveness** | | | |
| Data Source  Include dates of implementation | | | Specific targets that will indicate the action plan is having a positive impact on student achievement or performance. |
| PVAAS data | | | Students will show growth |
| **Strategies** | | | |
| **Strategy 1:** | **Academic at Risk Students** | | |
| After each quarter of school the Leadership Team will review all grades for students in grades K-8.  Students who have failed (E) a subject or in danger (D)  will be placed on the Academic Support List (ASL)  Conversations will be scheduled with the teachers who are failing these students by a member of the Leadership Team to gather additional information on why the students is experiencing difficulty. After one week the Leadership Team will meet again and based upon the current grades and the input by classroom teachers, students will be selected to be placed on the Academic Support List for at Risk Students. A letter will be sent to the parents letting them know that their child is being placed on the ASL and what additional support will be available to the student. An invitation to the parents and student to meet with the Leadership Team will be included along with various support resources offered, which include: After School Academic Support Program, Peer Tutoring, Saturday Academic Support Program, Daily Progress Reports - sent home, An assigned Teacher Mentor, and SAP (Student Assistance Program). All students placed on ASL will be reviewed at the beginning of each quarter to assess progress and determine if additional or other support is needed. | | |
| SAS Alignment: Safe and Supportive Schools | | |

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| **Action Steps** | | | | | | |
| **Action Step 1:** | | Title | Academic at Risk Student | | | |
| **(FUTURE ENHANCEMENT)** Description | | | Minutes from the Leadership Team will be visible and the agenda will include the criteria and procedures for creating the ASL and implementing the support. The ASL (Academic Support List) will be visible and obtainable to all staff members. All parents of At -Risk Students will receive a letter stating that their child is on the ASL and what support is being offered. A monthly report will be generated for how each student on the ASL is being supported and their progress. | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | | Students will show improvement | | |
| Person Responsible for Managing and Monitoring the Action Step | | | | Principal W. Marsalis | | |
| Implementation Start Date: | | | 9/1/2012 | Target Completion Date: | | 6/7/2013 |
| ***🡨(Optional Identification of Anticipated Costs)🡪*** | | | | | | |
| Program Area(s) Addressed: | | | *Student Services* | | | |
| This is not a Professional Development Action Step | | | | | | |
| With which strategy is this Action Step Aligned? | | | | | 1 | |

**Action Plan (2)**

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| **Goal** |
| Establish a system within the school that fully ensures school staff members use standards-aligned assessments to monitor student achievement and adjust instructional practices. (3) |

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| **Indicators of Effectiveness** | |
| Data Source  Include dates of implementation | Specific targets that will indicate the action plan is having a positive impact on student achievement or performance. |
| MAP testing | All students will exceed predicted growth estimates |

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| --- | --- |
| **Strategies** | |
| **Strategy 1:** | **Common Assessment within Grade/Subject (PDE Recognized)** |
| WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: <http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf> ) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: <http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf> and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.) |
| SAS Alignment: Assessment, Instruction |

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| **Action Steps** | | | | | | |
| **Action Step 1:** | | Title | Written, Taught, & Tested: Ensuring Alignment to the Creation of Common Assessments and Using Student Results to Inform Instructional Practice | | | |
| **(FUTURE ENHANCEMENT)** Description | | | Develop a Professional Education Program that teaches HMS staff how to align curriculum, instruction and assessment; prepare a training calendar that includes all sessions related to this PE program and then implement the program; all teachers will apply the principles and practices taught by the program to design, administer and score common assessments with the student results used collaboratively by teachers to improve instructional practices. | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | | Every staff member completes the program | | |
| Person Responsible for Managing and Monitoring the Action Step | | | | Principal W. Marsalis | | |
| Implementation Start Date: | | | 7/1/2012 | Target Completion Date: | | 6/15/2013 |
| ***🡨(Optional Identification of Anticipated Costs)🡪*** | | | | | | |
| Program Area(s) Addressed: | | | *Professional Education* | | | |
| This is a Professional Development Action Step but details will not be provided | | | | | | |
| With which strategy is this Action Step Aligned? | | | | | 1 | |

1. “A way of being that enables both individuals and organizations to respond effectively to people who differ from them.” R. B. Lindsey, K. N. Robbins and R. Terrell. (2003) Cultural Proficiency: A Manual for School Leaders. Thousand Oaks, CA: Corwin Press [↑](#footnote-ref-1)